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| High Intensity | | | |
| Instruction | Curriculum | Environment | Learner |
| * Grouping-homogenious? * ELL (not a native English speaker * Difficult vocabulary * Reading with difficulty * Low level of performance * Not all instructional strategies work for a mixed level group of students or learning types | * Seek advanced materials * Do not understand the curriculum that was sent down by their teacher, do they refuse to do the work * Leave out important skills * Lack of curriculum * Low reading level * Writing fragmented sentences * Vocabulary * Is not at the rigorous level and we are looking for extra resources * No take-home textbook | * Constant encouragement * Upset with administration * Upset with themselves for being sent to time-out * Cannot read the board or computer screen * Too noisy * Fear * Mixed grade levels * Levels of stimulation * No instrument * Needs glasses * Small classroom (close together students) * Behavior of peers * Problems with friends * Problems at home | * Student’s attendance * Hunger * Emotional states of students disrupting class * Low vocab * Home life * Willing to learn * Students need text read to them via audio or out loud by teacher/another student * Emotional * ELL (language barrier) * Self-advocacy * Behavioral * Student has Dyslexia * ESE * Social anxiety/depression * Student poverty * Student motivation   (student has no desire to learn)   * Autistic * EBD * Cheating * SLD * Articulation of concepts * Reading level (many low-level readers) * No bilingual help in classroom * Mixed level groups within the same class. How do we provide rigor for all? * Technology knowledge. Students are at different levels in the use of technology. |
| High Probability | | | |
| Instruction | Curriculum | Environment | Learner |
| * Multiple academic levels of students * Students below grade level * Lack of 1:1 Chromebooks * May be challenging * Students more than 2 years below grade level in reading * Too many to go through * Kids do not feel they relate to novel * Grading practices * Text too difficult for reading level * Reading below grade level * Time management * Planning time * Need funds for professional development resources * Lack of technology * Lack of collaborative time with team * Technology software * Go Math does not align to the standards * Time constraints (the need to hit many standards, time needed to do it right may not be available) * Missed something in school in the past | * Curriculum might not be geared towards some students * Limited resources * Written in “Big” terms * Instructional alignment in subject area * Broad range of standards * Pacing guides lacking * Time to locate resources * Textbook not aligned to standards * Difficulty of topic being covered * Unusable based on standards need to meet | * Small size of classroom   (large classes in small rooms)   * Class size * Too hot * Tiered seating * Noise * Too many students * Phones * Students fend off others * Concentration in classroom | * Lack of organization skills * Vocabulary exposure is low * Trust issues * Reading level * Poor self-esteem of students * Lack of basic skills * Students feel like they read all day long and seem to get bored * Cultural differences * Interpersonal issues * Parents do not speak English * ELL (language barrier) * Motivation * No support at home * Disinterest * Social needs of students * Not completing homework * Apathy * Lack of foundational reading skills * Hates math/negative attitude to math * Reading deficiency * Students’ ability to stay on task * Students do not know their multiplication facts * Imbalances/hormones/new emotions |